



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

421 Arcadia, Tucson, AZ 85711

Tucson Unified District

AZ LEARNS¹

High School Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Angela B. Julien
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us/Rincon/
 Phone Number : (520) 232-5600
 Fax Number : (520) 232-5601
 E-mail : angela.julien@tusd.k12.az.us

Mission

Our mission is to provide an environment to support and promote all students to become literate, responsible community members. Rangers acquire and master requisite literacy and math skills, make responsible choices personally and interpersonally, and serve their community. Rincon Rangers strive for greatness promoting community involvement, responsible citizenship and life-long learning.

School / Academic Goals

- ü Students will demonstrate effective literacy skills by being able to extract information from non-fiction reading materials. They will also demonstrate high-level reading comprehension skills.
- ü Students will demonstrate high skill levels in writing as measured by the Six Traits of Writing Rubric, the ACT and SAT exams. A particular emphasis will be made in persuasive writing.
- ü Rincon students will master mathematics skills at a level which will enable them to be successful on AIMS and prepare them for post-secondary educational experiences.
- ü Rincon students will be able to use research and thinking skills to attack problems and find a variety of solutions. Rigorous, relevant curriculum will provide students with problem-solving skills for real-world applications

Enrollment

October 1, 2005 School Year Student Enrollment : 1278
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 330

Instructional Programs

- ü Interdisc Instruction Junior Eng/Hist.
- ü Advanced Placement Courses
- ü All Levels of English as Second Language
- ü Gifted/Honors Level Classes
- ü Teaching Academy
- ü Freshman House Program
- ü Advisory

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Rincon High School has the responsibility to communicate frequently regarding student progress, set high academic and behavior standards, prepare students for college and/or work and to meet State Standards. We also must provide a safe, productive learning environment that encourages students and families to be involved. We must implement a curriculum that approaches the diversity of our student body. We must also share in decision-making by collaborating with families and the community.

Parents

Parents need to monitor attendance, providing documentation of the reason for absence. They also need to attend parent/teacher conferences and initiate communication when a need arises. Parents also need to provide maintenance needs for students, respond to teacher phone calls, support students in doing homework and support school policies. Parents are asked to take an active role in our shared-decision making structure.

Transportation Policy

Transportation is provided for students who live out of the local attendance area but attend due to a desegregation order. Students from other areas who are ESL, or special education or free/reduced lunch are given bus passes or ride the UHS buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Public School String Teacher of the Year	2006
ü Coach of the Year/Volleyball	2006
ü USDA Fellowship	2006
ü Multiple Regional Music Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	302	3907	71130	99	93	95	694	701	701	28	23	23	10	13	13	55	51	51	7	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	1942	35465	98	95	96	694	702	702	28	21	21	13	14	13	52	52	53	6	13	13
Male	168	1965	35648	100	92	94	693	700	701	28	25	24	7	12	12	58	50	50	8	14	14
African American	23	290	3868	100	98	95	672	679	686	43	40	33	13	14	17	43	41	45	NA	4	6
Hispanic	148	1807	25103	98	93	95	682	688	685	38	31	34	12	16	16	48	47	45	2	6	5
Asian/Pacific Islander	16	134	1805	100	98	98	692	727	731	25	10	9	6	5	7	69	53	50	NA	31	34
American Indian/Alaskan Native	NC	115	4241	NC	86	90	NC	681	679	NC	44	39	NC	10	19	NC	40	39	NC	6	3
White	109	1560	36075	100	93	95	713	719	715	13	10	12	6	9	9	66	58	58	15	22	21
Students with Disabilities	33	361	5862	92	65	71	653	659	658	76	63	63	3	14	15	18	22	20	3	1	2
Students without Disabilities	269	3546	65268	100	98	98	698	704	705	22	19	19	10	12	12	60	54	54	7	14	15
Limited English Proficient Students	47	353	4859	100	89	93	661	658	662	66	70	64	4	10	15	30	19	20	NA	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	136	1325	22957	98	91	93	678	684	685	44	36	34	10	17	17	43	42	44	2	5	5
Non-Economically Disadvantaged	166	2582	48173	100	95	96	706	710	709	15	17	17	9	10	11	65	55	55	11	17	18

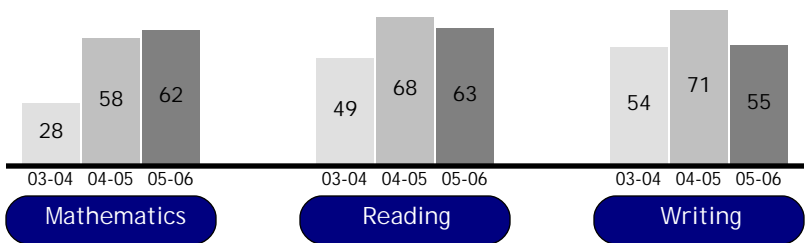
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	307	4113	73018	99	96	97	692	699	703	7	7	6	30	26	23	58	60	64	5	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	140	2019	36181	99	97	97	696	704	708	4	5	4	30	23	21	59	63	65	7	9	9
Male	167	2093	36816	99	95	96	688	693	699	9	9	7	30	28	24	58	57	62	3	6	7
African American	26	302	3976	100	99	96	678	677	689	15	16	8	35	32	29	42	50	59	8	2	3
Hispanic	152	1900	25801	99	96	96	676	683	683	9	9	10	43	34	34	45	53	53	3	3	3
Asian/Pacific Islander	16	137	1812	94	99	98	688	720	722	6	2	3	31	18	15	63	66	66	NA	14	16
American Indian/Alaskan Native	NC	128	4389	NC	91	93	NC	678	675	NC	6	9	NC	46	42	NC	45	47	NC	2	1
White	107	1646	37024	100	96	97	718	720	721	3	3	2	10	14	12	79	69	73	7	14	13
Students with Disabilities	37	530	7170	100	93	85	648	652	654	19	24	23	65	48	47	16	27	29	NA	1	1
Students without Disabilities	270	3583	65848	99	97	98	697	705	708	5	4	4	25	22	20	64	64	67	6	9	9
Limited English Proficient Students	47	379	5099	98	93	95	639	636	641	23	34	29	64	55	59	13	11	12	NA	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	146	1425	23912	100	94	94	671	677	681	12	11	10	43	39	36	43	47	52	2	2	2
Non-Economically Disadvantaged	161	2688	49106	98	98	98	710	710	714	2	5	4	18	19	16	72	66	69	7	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	305	4094	72810	99	96	96	674	681	685	10	7	6	36	32	30	50	55	58	5	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	139	1999	36111	99	96	97	687	694	695	7	4	4	27	25	23	58	63	65	8	8	8
Male	166	2094	36678	99	96	95	663	670	674	12	10	9	43	40	36	43	47	52	2	3	3
African American	26	300	3962	100	99	96	657	660	675	19	18	8	27	30	33	50	50	55	4	2	3
Hispanic	149	1889	25735	97	95	96	662	672	669	13	9	10	45	39	41	39	49	48	3	3	2
Asian/Pacific Islander	16	137	1809	94	99	97	666	698	704	19	4	4	19	22	19	56	60	65	6	14	13
American Indian/Alaskan Native	NC	126	4370	NC	89	92	NC	674	670	NC	6	9	NC	46	39	NC	47	50	NC	2	2
White	108	1642	36915	100	96	97	696	696	697	2	4	3	29	25	21	62	62	67	7	10	8
Students with Disabilities	38	521	7071	100	91	84	640	631	634	16	25	24	63	56	53	18	17	21	3	1	1
Students without Disabilities	267	3573	65739	98	96	98	679	688	689	9	5	4	32	29	27	54	60	62	5	6	6
Limited English Proficient Students	44	368	5046	92	90	94	613	612	621	36	36	31	55	57	56	9	7	12	NA	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	142	1407	23814	98	93	94	655	664	667	15	11	10	46	43	41	39	44	47	NA	1	2
Non-Economically Disadvantaged	163	2687	48996	99	98	97	691	690	693	5	5	4	27	27	24	60	60	64	9	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	75	41	NA	42	93	44	48	51	94	44	48	52
	Language	75	38	37	42	93	43	46	50	94	43	46	50
	Mathematics	76	54	57	63	93	42	46	50	93	43	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 5 Student(s)

Council Duties

- Ü School Beautification
- Ü Curriculum and Instruction
- Ü Community Partnership
- Ü Student and Adult Behavior Norms
- Ü 301 Goals
- Ü High School Reform

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	64.20
Other Professional Staff	8.10	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	7	8	0	0
7 to 9 years	6	3	0	1
10 or more years	10	20	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	195
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Several Computer Labs
- Ü Library
- Ü Two gymnasiums
- Ü Newly remodeled Fine Arts Area

Extracurricular Activities

- Ü National Honor Society
- Ü UNITY Club
- Ü DECA
- Ü MESA
- Ü Academic Decathlon
- Ü Full array of sports
- Ü Salsa Club
- Ü Newspaper

Social Services

- Ü Counseling Services
- Ü Campus School Safety Probation Officer
- Ü Community College Classes on Campus
- Ü Job Services
- Ü Youth on Their Own Counselor

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A team of teachers worked together to create a plan for Small Learning Communities beginning at the 9th grade. In the first year we saw improvement in discipline and academics among freshmen. The team continued to create a plan for sophomores.
- ü Our number of students taking the PSAT has increased dramatically. Our Honors house has encouraged students to see themselves as college bound and to take the necessary steps to be accepted upon graduation.
- ü We have successfully implemented a school wide writing program that includes quarterly assessments. Our students' writing abilities have shown improvement.
- ü We have increased our numbers of students participating in extra-curricular activities. Students who are involved, particularly in sports and fine arts competitive events tend to do better in their classwork.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	84	89	88	73
Graduation Rate ⁶	88	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a Multi-hazard Emergency Plan. We practice school evacuation and school lockdown. Our On-Site Probation Officer and School Safety Liaison work with trained administrators to deal with high risk students. School monitors ensure a safe environment.

Administrators and monitors are highly visible around campus and in classrooms. Our Link Crew Program pairs older students with younger ones in a mentor/mentee role.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

24

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Elizabeth Raizk	(520) 232-5600
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Pam Fine	(520) 225-6403
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Judy Pickerell	(520) 232-5600
Student Health/Nurse	Marie Williams	(520) 232-5600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 50 Copies = \$15.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.